THE DEVELOPMENT OF A MULTICULTURAL CURRICULUM AS A PROACTIVE STRATEGY OF INTERVENTION FOR SOCIO-ECONOMICALLY MARGINALIZED YOUTH

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THE DEVELOPMENT OF A MULTICULTURAL CURRICULUM AS A PROACTIVE STRATEGY OF INTERVENTION FOR SOCIO-ECONOMICALLY MARGINALIZED YOUTH

A Project

by

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Abstract

of

THE DEVELOPMENT OF A MULTICULTURAL CURRICULUM AS A PROACTIVE STRATEGY OF INTERVENTION FOR SOCIO-ECONOMICALLY MARGINALIZED YOUTH

by

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Statement of Problem

There is a strong correlation between low socio-economics and juvenile delinquency. The included high school curriculum was created and designed to provide quality Multicultural Education to all high school students, more specifically, to lower-class minority students and juveniles in danger of entering the juvenile justice system. By allowing schools to reform current teaching standards, this curriculum will give socially and economically deprived students opportunities to learn and experience subject matters that their current curricula exclude. This curriculum is a proactive approach to helping juveniles develop skills to be productive members of society.

Conclusions Reached

The project will identify critical areas of instructional curriculum that are currently missing from most high schools across the country. This multicultural curriculum will assist schools in targeting students in critical need of socialization and vocational classes. As a result, school districts, school administrators, and school teachers
across the country can begin a proactive approach to helping socially deprived students, as well as keeping our youth out of the juvenile justice system. One proactive approach is for our schools to change the current teaching and testing standards currently in place in an ongoing effort to meet the needs of different types of students with different types of backgrounds throughout the United States. The students who complete this program will receive the social and life skills needed to assist them in living a well-rounded life.

______________________________, Committee Chair
Forrest Davis, Ph.D.

Date: _________________________
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Chapter 1
INTRODUCTION/BACKGROUND

Statement of Problem

The United States is a wealthy and powerful country with an extremely diverse population; there are very few societies as diverse as the U.S.A. Collectively, generation after generation has worked hard to make this country one of the most democratic and free societies in the world. However, such freedom has not come without our youth paying a major price. As wealthy and powerful as the United States is, it has been unsuccessful in providing quality Educational and Crime Prevention Programs to the juvenile population. “A significant number of schools are failing to develop the commitments towards work, self-sufficiency, and self-government that preserving our democratic society requires” (Campbell, 2004, p. 13). Poor parenting practices, societal and media influences, and school reform failures have left our juvenile population without many boundaries and with many meaningless rules. This project was created because our schools and parents are failing to educate our youth, which contributes to unsuccessful educational experiences.

It is very difficult to speak of juvenile crime prevention without speaking of education, more specifically Multicultural Education. The major goal of Multicultural Education, as stated by specialists in the field, is to reform schools, colleges, and universities so students from diverse racial, ethnic, and social-class groups will experience educational equality (Banks, 1997). Americans can agree there is a major
dilemma in the U.S. with regard to our declining educational system and rising crime rates. According to The United States Department of Justice (as cited in Karpowitz & Kenner, n.d.), “The typical offender is undereducated, unemployed and living in poverty before incarceration” (p. 2).

Economical changes in this country have left the poor and poorly educated population feeling helpless and hopeless. As the gap between the lower class and the upper class grows, our secondary schools are allegedly increasingly ineffective in preparing non-college bound students from entering into a workforce that requires advanced education and computer skills (Campbell, 2004). When juveniles feel hopeless and abandoned by their families and society, the juveniles eventually turn to drugs, gangs, and a life of crime. Of California’s 3.5 million youths, approximately 250,000 are arrested annually. Violent crimes committed by juveniles increased dramatically during the 1980s, and almost twice as many youths were arrested for violent crimes in 1992 as in 1983 (State of California, 1994).

In the United States, many of this country’s juvenile population grow up being exposed to harsh life experiences. I have been a Law Enforcement Officer for the past nine years, and during this time in my career, I have dealt on a daily basis with delinquent teenagers. Their delinquency reflects their home, neighborhoods, and school environments. There are many contributing factors to delinquent behavior among teenagers, but the two main factors are social class and inadequate education. While we may not be able to change the social class of most juveniles, we can definitely try to
improve the quality of education our youth are receiving in our schools. The days of looking at schools as social equalizers, in which students were supposed to all be equal, are past. Instead, in the public school system, we have segregation based on culture, race, and economic status. Today’s school population is a representation of our diverse communities and, therefore, our schools need to change their curricula to meet the needs of the different types of students.

Youth today face a world that is vastly different from the one in which children grew up even a few years ago. A confluence of events and circumstances has resulted in an environment that hosts a substantially different social and familial landscape. Generally recognized risk factors for youth exist in several domains including community, family, school, and personal/peer.

The risk factors are influenced further by the fact that:

* family members no longer routinely remain in the communities in which they grew up—families often are isolated;
* fathers, mothers, and older children frequently work outside of the home creating an increased need for alternative child care for younger children, and a higher incidence of unsupervised youth in the absence of such alternative care;
* the increases in both rates of divorce and rates of births to single teens during the early 1990s resulted in more families being headed by one rather than two parents—further exacerbating parental isolation;
* increases in gang crime and domestic violence and other violent behaviors have diverted scarce community resources from family support services to criminal investigations and prosecutions;
* prevalence of alcohol and drug abuse has led to both family and community upheaval, and to physically, mentally, and emotionally damaged youth who must struggle to function effectively and productively; and
* ready availability of guns increases the likelihood that crimes will be increasingly lethal. (U.S. Department of Justice, 1998, ¶ 10)

The time for placing blame and pointing fingers as to why our country has gone in this direction has passed. If there is to be a change in our schools and family structures, the time is now. The entities (families, communities, schools, and mass media) that would normally contribute to students receiving a moral education are failing to provide clear rules, positive role models, and a multicultural education.

Statement of Purpose

Based on the research, Dr. Duane Campbell presents, in Choosing Democracy, a major indicator for the socio-economical shift that recently occurred in 2001, resulting in students doing poorly academically and our prisons being overcrowded.

California’s juvenile population, i.e., persons aged between 10 and 17, grew more than twice as rapidly from 1994 through 2003 than the national average. In California, the increase was from 3,509,800 in 1994 to 4,519,800 in 2003, an increase of 29 percent. Comparable national numbers were 29,452,456 in 1994
and 33,498,951 in 2003, a gain of only 14 percent. Overall, juvenile arrests have also dropped for the U.S. as a whole. While national rates declined more than did California’s rate from 1996 through 2001, the national rate actually rose in 2002. Arrests per 100,000 juveniles for felony or misdemeanor offenses in California have fallen from 6,550 in 1994 to 4,228 in 2003, a decline of 35 percent. (Turner & Fain, 2006, ¶ 19)

To clearly grasp the concept, one would only have to spend a day in an Adult or Juvenile Court room. In a short period of time, it would be apparent that a commonality between the criminal offenders would be dysfunctional criminal families, social class, and lack of education. Nationally, 68% of state prison inmates are dropouts (Thomas & Date, 2006).

Traditionally, schools were avenues for prevention programs that provided an environment other than home or the community for the generalization and stabilization of behaviors and cognitions (Model Program Guide, 2007). Efforts to reform our educational and criminal justice systems have plagued our schools and detention institutions for years without success. Juvenile crime has soared as society has adopted an “anything goes” approach to moral standards. Today, there is an overwhelming population of juveniles lacking basic life and social skills needed to provide awareness in avenues such as diversity in society, drug use, crime and violence, moral character, conflict resolution, self-awareness, and family values.
At the present time, our country’s educational problems extend well beyond the basic courses being taught in the schools. Dropout rates continue to nationally plague our schools. It does not matter what the schools are teaching in the classrooms if the students are not showing up to class. In 2007(a), The United States Department of Education and The Institute of Educational Sciences reported, “Approximately four of every 100 students who were enrolled in high school in October 2004, left school before October 2005, without completing a high school program” (p. 3). More specifically, they reported, “In 2005, the event dropout rate for students living in low-income families was approximately six times greater than the rate of their peers from high-income families (8.9 percent compared with 1.5 percent)” (p. 4). Schools, or rather School Districts, are making large assumptions that students come from well-rounded family backgrounds of the same race, religion, culture, and social class. The reality is, it could not be further from the truth. The majority of students making up inner city and many suburban schools are from a variety of different households, such as single parent, migrant parent, foster parent, domestic partners, etc. Additionally, there is a massive family breakdown in the United States that is producing out-of-control children who experience serious neglect and abuse issues. Boys raised in fatherless homes and children raised in neighborhood gangs are growing up without positive role models and with aggressive instincts. Moreover, the popular culture – music, movies and media – is a contributing factor that encourages our youth to live a life of violence. The violence is why it has become crucial
for schools to develop and implement a program that can provide students, especially socially defiant students, with an Education Beyond Arithmetic.

In California, we spend $1 billion of taxpayer money annually on our juvenile justice system (State of California, 1994). Because people commit crimes for many reasons, there is not just one solution to this problem. The one size fits all theory does not work when it comes to education. At-risk students, such as the ones in the criminal justice system, need alternatives for part of the school day. The curriculum I have developed enables and promotes social awareness, a higher quality education, and a crime prevention component for all juveniles. The classes, if taught correctly by trained teachers and are funded to the fullest extent possible by our school officials, can be the difference between some juveniles being successful members of society or incarcerated. Basic social and life skills are not being addressed in schools due to teachers having to use all their classroom time to aim their teaching at passing national standardized tests. In the past, teachers veered from teaching the general core classes and began to open the minds of students to other avenues not necessarily taught in textbooks. Currently, educators have failed to provide students with more than textbook knowledge, failed to provide such developmental processes as thinking or “common sense.” The phrase, “common sense” is rarely used these days because it is not so common anymore. Educators must transform curricula in order to help students develop the skills needed to participate in the knowledge construction process. This transformative curriculum enables students to view concepts, issues, themes, and problems from diverse positive
ethnic and cultural perspectives (Banks, 1997). By providing students with additional life and social skills, we can assist them in becoming more productive and respectful members of society, which would be a benefit to them and the entire community. In order to provide the tools students need to succeed in mainstream America, the entire nation needs to accept the obligation of providing equal and quality education for all students from pre-school and beyond. Students need to be encouraged to become life-long learners, not just test takers for the sake of graduation.

Significance of Curriculum

Schoolteachers appear to be fighting an uphill battle with students and school administrators. Students are failing or dropping out of school and our school administrators are placing the blame on teachers. Of course, teachers are placing the blame on school administrators, the parents, and students, but regardless of where the blame falls, the end result affects everyone. Idleness in students creates a lack of motivation, which creates high school dropouts who do not have a great chance to succeed. Currently the juvenile dropouts do not believe in our system and find themselves facing adult issues. Specific research as to why students drop out of high school is still speculative, however current estimates place the overall dropout rate at 11% (Kemp, 2006). More importantly, statistics show high school dropouts are eight times more likely to be sent to jail (Winfrey, 2007).

In 2006, Professor Keith Zvoch stated, “evidence of school context and school practice effects on student dropout outcomes suggests that school personnel may need to
consider how characteristics of the school environment interact with the background characteristics of the students when developing and focusing dropout prevention strategies” (p. 1). This curriculum works in conjunction with Zvoch’s theory. It is prudent for school administrators to understand that students have different needs and come from a variety of different backgrounds. Delinquency among teenagers has crossed over ethnic, gender, age, economical, and social boundaries. By simply turning on the television one can see to what our children are being exposed on a daily basis through the media, music, and movies, not to mention to what the children are being exposed by their peers or even their own family members. This program will help assist parents who are not as well equipped as other parents in helping their children assimilate into mainstream America and adjust to life circumstances.

In a pluralistic, democratic society such as that of the United States, it is commonplace to recognize that there are multiple and competing purposes for education. In order for multicultural education to be successfully implemented, scholars and researchers have agreed that institutional changes must be made, such as changes in the curriculum, teaching materials, teaching and learning styles, attitudes, perceptions, behaviors of teachers and administrators, and in the goals, norms, and culture of the school (Banks & Banks, 2001). The solution to form a program to educate students concerning basic social and life skills would seem like a practical and obvious practice for schools to implement. Currently, steps to create and fund such programs have not been established in our schools. One major issue hindering the incorporation of this
program is the government officials cutting back on our existing programs. Cutbacks across the country have depleted high school courses and programs such as: summer school, after-school sports, language arts, and vocational electives. With more cutbacks expected in the near future, it appears that funding new programs are out of reach for many schools.

In 2007, Oprah Winfrey dedicated two days of her talk show to the current education problem. The show, entitled *Oprah’s Special Report: American Schools in Crisis*, gave many Americans insight into the extent of the education problems. The show also showcased highly profiled people, such as Bill Gates and former NBA star Kevin Johnson. Gates and Johnson discussed how they are trying to make a difference by developing their own programs and investing their resources in schools. Also during that special report, San Francisco Attorney Sunny Schwartz stated, “Every year California spends more than $34,000 dollars to keep one prisoner behind bars. That's three times more than the state spends on each student enrolled in public school per year. So, we can choose to educate now or incarcerate them later” (Winfrey, 2007).

During the last two decades two presidents and more than 20 governors have been elected as “educational reformers,” yet student academic performance remains substantially the same (Campbell, 2004). Reflecting on our leaders, prevention programs are afterthoughts to many school officials, and politicians. Studies on prevention programs (Finn, 1993) stated prevention programs should focus on increasing a student’s participation in school programs and begin as early as elementary school. Also, included
in the studies were suggestions of what the programs should consist of in order to be successful, such as 1) tailoring programs to students needs, 2) abandoning the use of retention, 3) creating a mix of academic and extracurricular experiences, 4) providing students opportunities for success in a supportive and caring learning environment, and 5) providing counseling services (Finn). In 2007, the U.S. Secretary of Education, Margaret Spelling, addressed the National Summit on Supplemental Education (SES), addressing the value of school options and free tutoring available to families under The No Child Left Behind Act of 2001. Spelling also stated that low-income families may enroll their children in supplemental educational services if their child attends a Title I School that has been designated by the State to be in need of improvement for more than one year. The term “Supplemental Educational Services” refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as: reading, language arts, and math. The extra help can be provided before or after school, on weekends, or in the summer.

By participating in democratic values, our schools have always had the difficult task of preparing students to adhere to and participate in the dominant culture, or for the purposes of this project, a multicultural culture. We, as a collective nation, should not expect any less; in fact, we should demand more multiculturalism programs and classes. Schools need to help the advancement of all students rather than a select few students designated to be future leaders. Government officials and administrators can implement my proposed multicultural program in their schools without having to cut into other
important general education classes. The classes could be offered as elective courses that would require mandatory enrollment. If all the students were required to take the valuable courses, then some students would not feel pressure from other students trying to detour them from taking them. Even if students are well rounded and are not having problems adjusting in school, they can still benefit from the information provided in these classes. These classes are designed to enhance their learning experiences and expose them to real-life issues. Too many high school students are dropping out of high school without the tools needed to survive and contribute to society. By these students not being equipped, they become a burden to the tax-paying society. School failure is a detriment to the academic and social development of children leading to societal failures. The tax-paying public should, along with parents, require schools to implement innovative approaches to reduce such failure (Benard, 1991). The Human Capital Theory by T.W. Shultz (1971) states that education is an investment in human capital power and ideology in education. For high school students, it means individuals need to acquire skills and knowledge that can be converted into income when they use it to obtain employment.

Based on the research of Sleeter and Grant (2002) in *Making Choices for Multicultural Education; 5 Approaches to Race, Class and Gender*, it is assumed that educated individuals are exposed to more capital opportunities that can improve their overall economical status. The more an individual develops their human capital, the better his/her overall life circumstance. The approach further suggests that the poor are poor mainly because they have not developed their human capital. Theoretically, then,
poverty and inequality result largely from insufficient opportunities for people of color, the poor, people with disabilities, and women to acquire the knowledge and skills society needs. In summary, Sleeter and Grant (1993) conclude, “Thus, schools should teach skills and attitudes appropriate for working at a very wide range of jobs as well as for consuming products” (p. 43).

The primary purpose of early intervention programs is to deter, or stop, problems from continuing to spread. Proactive projects like the one I suggest are crucial in preventing the spread. The overall goal of this curriculum is to provide students with the tools needed to survive financially and socially in mainstream America. By providing the skills to adapt to mainstream America, students from all different ethnic backgrounds will have the power to make effective choices in all aspects of their lives, without losing their own identities or cultures.

The term Education Beyond Arithmetic, is self explanatory. There is not a debate as to math and science courses being valuable subjects needed in life and necessary for successful working careers. However, not all careers require the use of math and science skills; in fact, the overwhelming majority does not. Therefore, schools need to refocus their efforts on giving students the social skills needed to obtain and keep employment. In 2005, Governor Arnold Schwarzenegger announced that the State of California would spend $20 million to help expand and invigorate vocation education programs in high schools and community colleges (Helfand, 2005). He was quoted as saying, “Career Technical Education is a first-class ticket to high paying jobs in California’s economy.”
For too long, it has been neglected. This is equal education. We need doctors as much as we need mechanics” (Helfand, 2005, p. B-6). Schwarzenegger also went on to talk about how he benefited from vocational education while growing up in Austria. Metal shop, auto repair, and other career-orientated programs have fallen by the wayside as schools have devoted their limited budgets to academic programs preparing students for college. Educators have argued that the decline of vocational education in high schools has affected students who are not interested or lack the academic abilities for college (Helfand, 2005).

Vocational Training will just be one of the many assets of this curriculum. The major goal of the high school centered program is education, but education beyond schoolbooks. Examples of the type of classes in this program are being tested in some schools. For example, in San Joaquin County, there is a class on teenage domestic violence awareness being taught at the local High Schools. The class is being taught by a member of the County’s District Attorneys Office after a severe rise in the number of cases of teenage violence between girlfriends and boyfriends in that County. The 1-hour program does not ignore or minimize the issues of domestic violence. The teacher plays the actual 911 emergency telephone calls and shows the real crime-scene photos. The instructor of the class, Suzanne Schultz, was quoted as saying, “The pictures aren’t off the internet or for shock value; this is really happening” (Daly, 2007, ¶ 4). Schultz also pointed out that current music may be a possible reason for the increase in youth violence. Shultz said, “There’s some hateful music out there, everybody says don’t blame
the music, but the fact is, listen to the music. It’s about disrespecting your partner, and
disrespect in general” (Daly, ¶ 5).

Although educators may not be able to censor what the students are listening to in
the media and in music, maybe bringing topics such as teenage domestic violence to the
forefront of school agendas will help students understand life circumstances differently
and gain coping skills. Programs much like the curriculum in this project have already
been developed for juvenile offenders with the goal of changing their behavior from anti-
social to pro-social. Across the country, different states are using their Juvenile Courts
and Social Services agencies to send juvenile offenders to private reform schools in an
effort to try and correct their criminal behavior using taxpayer dollars. The schools have
proven success rates. For example, Glenn Mills School in Philadelphia, Pennsylvania,
which was founded in 1826, is the oldest residential school for troubled young men.
Glenn Mills reports that since 1981, over 5,600 students have earned their General
Equivalency Diploma (GED) and 133 have gone directly to college from their program.
Additionally, the school has given the Glenn Mills School Scholarship to 784 students to
attend college. Glenn Mills provides many educational services to its students as well as a
vocational curriculum. The program offers a full range of academic settings such as: a
Learning Center for special education students, pre-GED and GED courses (designed to
help those students lacking credits), college preparatory classes (developed to help
students meet admission requirements), guidance counseling, college selection
counseling (designed to help students fund college examination and application fees), a
multi-media library, bio-chemistry lab, computer labs, weekend and evening tutorials, closed circuit television programming, and a list of vocational programs which include an optical lab and radio broadcasting. The students receive year-round instruction through group teaching, one-on-one instruction, and individualized programs. The students also participate in cultural events which include field trips to: museums, historical points of interest, state parks, and numerous community service projects in which the students participate, on and off campus. Additionally, all students are required to participate in an intramural sport held on a weekly basis, or they can choose to be a part of one of the school’s 16 varsity sports teams that belong to the Pennsylvania Interscholastic Athletic Association (Glen Mills, 2007).

Another program developed similar to Glen Mills is called The Andre Agassi College Preparatory Academy (AACPA). Although the school is not geared towards criminal offenders, it assists in keeping students who live in high criminally prone areas out of the juvenile justice system. The school was founded in 2001 on the belief that education is the biggest gift we can give youth. It is a model charter school whose goal is to offer academic programs designed to enhance a child’s character, respect, motivation, and self-discipline. The school is located in the heart of Las Vegas in a primarily at-risk neighborhood. AACPA was created specifically to improve skill levels and combat lowered academic expectations while creating a climate of hope among the community’s most challenged children. The school created its curriculum around providing students advanced technology, smaller class sizes, extended school hours, and teacher and parent
commitments to the students. These are just some of the practices the school utilizes to achieve a higher standard of education. Additionally, the school has created an environment that rewards students for positive behavior and disciplines the students who display unacceptable conduct. Teachers, parents, and students all follow a Commitment to Excellence and a Code of Respect. The founder, retired tennis star Andre Agassi, states that the Commitment to Excellence and the Code of Respect should be demanded by all schools. The school has seen positive results from both students and parents (Agassi, 2007).

If we know these programs can work and are seeing positive results from the students who participate in these programs, “Why are school administrators and political officials waiting until a crime is committed before getting these juveniles some help?” “Why are they willing to spend taxpayers’ money once somebody has been robbed, raped, or killed?” “Why not be pro-active and prevent the crimes from ever occurring by educating our youth instead of dealing with them in the juvenile and adult prison system?” The unanswered questions above are what prompted this curriculum to be developed to reform the current educational requirements and standards in high schools across the country. This curriculum could help develop so many social, life, and vocational skills that can benefit many of the students who are falling through the cracks and end up in prison or unemployed. Unfortunately, we cannot fully rely on parents to educate their children and expose them to social avenues that may be useful to their children as adults. Schools must take the initiative to educate and de-sensitize our youth
from negative outside influences. All the positive classes that schools like Glenn Mills and The Andre Agassi School have developed offer programs to help build maturity, respect, self-esteem, moral values, and a sense of belonging to a community, qualities that many of our youth are lacking today. One of the most productive education endeavors is getting students, especially teens, involved in the community (i.e. mentoring younger students, working in community projects, and attending to the less fortunate). If volunteering time and participating in community events becomes part of the high school culture, then students will feel a sense of belonging and will respect their surroundings. When young students feel like they are accepted and belong to something positive, then they will work harder to keep it safe, clean, and functional for others. If schools such as Glen Mills are able to incorporate community service into their curriculum, then other schools should be able to follow in the same direction and empower students to want to be productive members of their community.

The Relationship of Poverty to Family Social Skills

In my occupation, I have encountered an overwhelming number of parents who are lacking the basic life, parenting, or social skills to assist their children in functioning in mainstream America. Although there may be numerous causes for the lack of skills provided to children, an overwhelming majority of the juveniles in the juvenile justice system come from the culture of poverty. In 1965, Newton Metfessel Ph.D. adopted the following 15 Home and Family Structures relative to children of poverty and typical
behavior relative to their situation (Metfessel, 1965). These structures have been grouped by parent, home, and family and are considered to be typical behavior patterns, such as:

1) Parents who do not have the language skills to enable them to foster their children’s language and cognitive development. This effects the development of the children in both receptive and expressive language abilities.

2) Parents working at jobs which require little education; this frequently gives the child the impression that school is not particularly important for life preparation.

3) Parents who are concerned that too much formal education may “spoil” their children.

4) Parents who feel that the family is pre- eminent over school attendance laws. Consequently, what is defined as truancy by school administrators may be viewed as a sign of loyalty by the student’s parents.

5) Parents who communicate negative appraisals of the school establishment because of their own difficulties in coping with the school culture.

6) Parents who lack a basic understanding of the educative process to such an extent that the school is perceived as a place where “magic” occurs, e.g., the child learns to read, write, and spell.

7) Homes where there is a sparsity of objects, such as: toys and play materials of different colors, sizes and shapes. Generally the home has only one of something thereby limiting the colors and numbers the child hears when
referring to objects.

8) Home environments with such a paucity of objects that the child’s conceptual formation development is adversely affected.

9) Home environment with such a paucity of objects that their level of curiosity is affected. One develops curiosity, generally, by having things to be curious about in the home.

10) Homes in which the physical environment mitigates against the development of listening skills. The home is frequently so noisy that the child learns to “tune out.” This could be from general noise levels that are increased from cramped living quarters or screaming and yelling within the home.

11) Family environments in which questions are not asked or answered. Consequently, these children do not perceive adults in general as people from whom you ask questions and receive answers. This fear of asking questions can carry over into school culture.

12) Families that have little encouragement of their fantasy lives. Middle class parents will generally accept a child’s imaginary playmates, for example.

13) Families that have had little or no out-of-school experience that are translatable to the school culture. These could include but are not limited to resources such as zoos, museums, libraries, and exhibition halls.

14) Families lacking language development because they do not perceive of the concept that objects have names, and indeed, that the same object may have
different names.

15) Families where discipline is by physical force. In the school culture, discipline is invariably through reason or deprivation of privilege.

In 1958, Dr. Nathan Ackerman conducted research on different family structures based on the diagnosis and treatment of family relationships. In the “Psychodynamics of Family Life,” Dr. Ackerman attempts to identify and categorize a small group of people by family adaptation. The following are Dr. Ackerman’s classifications of family groups:

1) The Externally Isolated Family: Characterized by excessive isolation from the community, friends, and contact with extended family. A common pattern is failure of emotional integration into the community.

2) The Externally Integrated Family Group: Characterized by active participation in the community, friends, and contact with extended families.

3) The Internally Unintegrated Family: Characterized by failure in internal unity with mutual alienation of the two parents or conflict of both. These families tend to align in pairs against each other.

4) Unintended Family Group: Characterized by a primacy of the parents motivations and needs and the subordination or exclusion of the child’s needs.

5) The Immature Family Group: Characterized by immaturity of the parents, each one parentifying the other. Therefore, the family unit is not independent and tends to lean on the extended family.

6) The Deviant Family Group: Characterized by rebellion against community
mores, nonconformity in standards and organization, deviant goals and values for family and child rearing, and a revolt against standards of extended families.

7) The Disintegrated or Regressed Family Group: Characterized by trends that have the potential of breaking up the group, lack of integration, immaturity, excessive conflict, lack of compatibility, mutual attack, mutual isolation, and inappropriate and unclear goals.

Dr. Ackerman’s family groups are commonly seen in the criminal justice system as in the following examples: 1) Migrant Parents are faced with the difficulty of not understanding the culture, norms, and language of our society as well as understanding the school and criminal justice systems; 2) Single parent mothers and fathers may not have the time or the energy to help their children with school issues and personal growth issues; 3) Teenage single mothers may be lacking the parenting skills due to their own lack of maturity and wisdom; 4) Criminal and drug addicted parents are not only unable to provide quality time and attention to their children, but also moral values; 5) Medically Disabled Parents may be functionally limited to assist their children.

The list of different types of parents and family make-ups is infinite. Unfortunately, in most of these family group cases, the overwhelming similarity is poverty, which produces socio-economically deprived parents, and socio-economically deprived children. Although race and culture can play a role in educationally deprived children, the cycle of poverty continues generation after generation and plays a major role
in the future generations. In the *Handbook of Research on Multicultural Education*, educational researcher C. Hurn states, “On average, individuals born into higher social classes either grow up with more optional conditions for cognitive development (e.g. better nutrition, more cognitive stimulation), inherit greater cognitive potential (e.g. because over time smart people are assumed to gravitate to high-status positions in society), or both. Thereby their success in school is likely to be rewarded with higher-status jobs and social circumstances, and then the cycle then repeats itself” (as cited in Banks & Banks, 2001, p. 557). This same theory would hold true vise versa for the poor child. Whether by choice or lack of choice, most socially deprived parents do not have the resources to expose their children to aspects of life such as travel, modern arts, or social outings. Outings as simple as a professional sporting event or a concert may seem commonplace for the average person reading this, however it is not for the parent making minimum wage. Imagine being a child whose parents cannot afford to take you on a vacation and all you know is your socially deprived neighborhood. Most of these children are not even aware that a world exists outside their communities. This program would enable all students, regardless of socio-economic background, race, or their home environment, with the tools and experiences that are generally only afforded to students living in the middle or upper class school districts. Additionally, a major portion of this program is designed to help students who do not have responsible parents who are positive influences in their lives.

Professor John Ogbu (2001) argues, in *The Handbook of Research on*
Multicultural Education, that cultures of students of color or their “way of life” are often incongruous with expected middle-class cultural values, beliefs, and norms of schools. Cultural differences may result in cultural discontinuity between the students and their schools, thus resulting in students of color not feeling validated in school and not understanding the curriculum taught to them by Anglo teachers. Although this program does recognize and understand that culture and ethnicity play a role in learning, it also recognizes that cultural practices are learned behaviors that can be unlearned and modified. Regardless of race or cultural differences, all students can benefit from a program geared to stimulate and enhance their mind and social capabilities. Education researcher H. Giroux echoes similar thoughts in The Handbook of Research on Multicultural Education, by stating, “Knowledge needs to be meaningful in order to be made critical and transformative” (as cited in Banks & Banks, 2001, p. 494).

It would seem unimaginable that in this decade with the cultural and racial diversity in our country, to not feel a responsibility, as school administrators, to force teachers to be trained in multi-cultural perspectives, knowledge, and skills. Most people living in upper and middle class communities are not aware of the problems I have pointed out, or may not think the problem is as serious as I have depicted it and in need of immediate intervention. Quite possibly, they might not even care about the problems in schools. Truthfully, prior to obtaining my current position in law enforcement, I was naive as to just how much crime is committed by juveniles. Coming from a sheltered suburban lifestyle, I could never have imagined or understood what a problem our society
faces with juveniles committing crimes in our communities and dropping out of school.
The juvenile justice system is a complicated network made up of people and agencies that process approximately 250,000 juvenile arrests annually. The Colorado Criminal Justice Reform Coalition (2007) estimates that if changes are not made in the system because of the increased number of juvenile offenders entering the system, we can expect a one-third increase in the number of juvenile offenders to enter the system due to the increase in numbers of youth in the delinquency-prone age group. Over the years, the number of juvenile offenders has grown noticeably causing overcrowding in detention institutions, forcing many County- and State-level facilities to remodel or expand. These are very expensive projects, which require more money from taxpayers. When people realize the monetary effects this will have on them, they may begin to realize there is a problem and take proactive approaches to find a solution.

The League of Women Voters of California (1996) reported that research with juvenile offenders has shown that intensive probation services can help steer risky populations to live law-abiding lives. After years of steady and worrisome increases, juvenile crime in California plummeted beginning in the mid-1990s. The state’s population of juveniles in the high-risk years, ages 10 through 17, increased by almost 26% between 1995 and 2005, but the number of juvenile felony arrests declined by 48%. The change is attributed to intensive education, anger management, job training, family intervention, drug and alcohol treatment, and mental health screenings, which were coordinated by County Probation Officers. These programs are much like the programs
and classes I have proposed in my curriculum, with the exception of having the programs provided to juveniles before they commit crimes instead of after they are already in the criminal justice system.
Chapter 2

LITERATURE REVIEW

The primary text used in this project was *Choosing Democracy: A Practical Guide to Multicultural Education* by Dr. Duane Campbell (2004). The author practices a macro analysis of socio economical factors that result in minors not succeeding in school and being referred to the juvenile justice system. Campbell specifically focuses his research on a particular segment of society based on race, gender, and socio-economic status. He specifically cites the Bush administration’s tax cuts in 2001 and 2003, and how these tax cuts resulted in an overwhelming disparity between the upper- and lower-class population of the United States. The disparity, in turn, resulted in the rich getting richer and the poor getting poorer. Our secondary schools felt the effects of the tax cuts the most. Schools grew increasingly more ineffective in preparing non-college-bound students from entrance into a workforce that requires advanced education and computer skills. Campbell insists that unless educators give working class students access to new careers, knowledge systems, and technology, such students will join the working poor. As students increasingly become the majority of the poor population, they turn to a life of crime, violence, and acts of rage that make schools and certain neighborhoods battlegrounds. Campbell argues that the above factors will damage not only the students’ futures but also endanger the economy and the democratic community. In an effort to combat such school issues, Campbell introduces a practical classroom instructional strategy to address this growing problem. His goal is creating schools that are equitable
across race, class, and gender. The schools should provide high-quality education and curricula appropriate to the rapidly changing economy and developed to provide a democratic school geared towards eliminating student failure.

In 1958, Ackerman wrote *The Psychodynamics of Family Life*. He conducted research on specific types of familial adaptations and how these familial influences affect individual family members. He was able to determine healthy and unhealthy family functioning as well as family trends. Generally, the systems perspective views the family as a self-regulating system held together by unspoken rules whose purpose is to maintain itself. Psychological symptoms are viewed as manifestations of a dysfunctional family, and the focus of treatment then becomes the family system, not the problem or symptomatic family member. Ackerman’s *Psychodynamics* is an object-relations approach to family therapy pioneered by him. The approach views dysfunction as the result of inappropriate behaviors attempting to work out past issues. As such, his research informs us, we need to improve families if we want to improve individuals. Family dysfunction may seriously interfere with children's developmental processes. Parents affected by their own past are usually immobilized and resistant to change. Children born into dysfunctional families, or families who are unwilling to promote positive lifestyles, will continue to contribute to a cycle of family failure generation after generation.

In the *Handbook of Research for Multicultural Education*, written by James and Cherry Banks (2001), the authors introduce a theoretical perspective of Multicultural Education as an idea, concept, and social movement that will empower members of
diverse populations. Also, in the text, the authors present research strategies on diverse cultural, ethnic, and social economics. The book teaches that Multicultural Education is an idea and concept that represents a solution for academic marginality among diverse populations such as those in the United States of America. The collective writings from various authors also introduce the concept of culturally deprived schools, and how the differences between mainstream teachers and diverse students’ approaches to learning are major factors in school failure among students of color.

Theodore Schultz (1971) is instrumental in the Human Capitol Theory. In the text, *Investment in Human Capital: The Role of Education and of Research*, Shultz theorizes that incarceration and not education represents a loss of human capital because society has failed in meeting the needs and developing the potential of certain individuals. He concludes that the speed of recovery is due to a healthy and highly educated population. Society needs education to help make individuals productive people. Therefore, healthcare was also a crucial component of human capital in order to keep productive people in society.

Sleeter and Grant (2002) introduce the five approaches to Multicultural Education, which are Socializing the Educationally Exceptional and Culturally Different, The Human Relations, The Multicultural, The Single Group Studies, and the Social Reconstructional Approach. I orientated my project towards the Teaching the Educationally Exceptional Approach because my project represents an instructional
pedagogy and curriculum that empowers students that have not adjusted well to the traditional academic setting.
Chapter 3
METHODOLOGY

This chapter has been divided into two sections. The Methodology of Section A consists of case profiles representing examples of the problem this Project is designed to help. The Methodology in Section B represents the lesson plans, which will be part of the solution to the problems presented in Section A.

The content of the case studies represents profiles on minors who have been arrested or cited by law enforcement and are in the process of adjudication. The case profiles are the result of random selections over the course of one year. Data from the profiles is based on general background information and does not consist of any material that would have been kept confidential, such as names, addresses, and criminal record numbers. For the purpose of this project, the profiles are examples of the negative impact that socio-economic status, broken families, and education have played in the incarceration of juveniles.

Although the program suggested here would benefit students of all ages, this particular curriculum is designed specifically for high school students. The classes are age-appropriate for teenagers and practical for students who are preparing to enter the workforce. The curriculum would be implemented throughout the student’s four-year high school career and broken up over eight semesters. The first- and second-year classes, freshmen and sophomores, would be geared towards self-awareness classes and cultural diversity. The third and fourth years, juniors and seniors, will implement life, as
well as career skills. As juniors and seniors, the students will be offered college preparatory classes as well as vocational training courses. However, they will not have the option of choosing between the classes, as both classes would be beneficial to all students regardless of their career paths.

The students are to be placed in their classes by their school counselor or class advisor. The counselors will be responsible for maintaining adequate records of which classes students have taken or still need to take to fulfill the requirement for graduation. Additionally, counselors will be responsible for any changes that may need to be done each semester to ensure a student’s enrollment in the appropriate classes. Students will receive a letter grade just like in all other academic courses and will need to pass the class prior to graduation.

Courses will be 50-minute classes or will be adapted to adhere to the time schedule of each individual school. Students will be graded on participation, class work, homework, and any test applicable to the material provided by the instructor. Students may have the option of repeating the class in summer school if they do not pass the class during the regular semester. First and second semester ninth graders will be enrolled in either a Cultural Diversity and Self-Awareness class or Health/Etiquette or Finance class. The self-identifying and diversity classes assist in forming a foundation for students who may not have the privilege of having parents or institutions to provide them with the basic skills they need prior to entering high school.

Parent and teacher workshops will be at the forefront of the program. Workshops
will assist in the proactive effort of promoting democracy and values to entire communities, which will reflect entire generations. Parent discussions will give parents updated information on what their children are learning in class and offer the opportunity to see how their children are developing in particular classes. Parent discussions can also possibly open up channels of discussions between parents and children on subject matters, such as sex, drugs, family values, moral values, life skills, parenting, financial management, employment assistance, and future education.

Definition of Terms

*Incarceration*

To place somebody in a place or situation of confinement; to imprison.

*Felony*

A serious crime, murder for example, punished more severely than a misdemeanor.

*Migrant Parent*

A parent that has moved to a different country with different culture norms than their own country of origin.

*Mainstream America*

Chief direction, culture, or trend in the United States of America.
Misdemeanor

Misdemeanors are generally punished less severely than felonies; but theoretically more so than administrative infractions. Many misdemeanors are punished with monetary fines.

Paradigm

A thought pattern in any scientific discipline or other epistemological context.

Probation

The suspension of a jail sentence. A convicted criminal who is “on probation” has been convicted of a crime, but instead of serving jail time, has been found by the Court to be amenable to probation and will be returned to the community for a period in which they will have to abide to certain conditions set forth by the Court under the supervision of a probation officer.

Section A – Case Studies

Case Study #1

Sixteen-year-old African-American male born in Northern California.

Parents and siblings. The minor was born in the unmarried relationship of his parents. The parents’ relationship ended when the minor was approximately two years old. The mother married the minor’s stepfather when the minor was seven years old and although the mother and stepfather are now divorced, the stepfather still resided in the home at the time of this data collection. The address of the minor’s biological father was unknown. The minor’s mother was medically disabled receiving Temporary Aide for
Needy Families (TANF) as well as Social Security (SSI). Only one of the minor’s sibling’s lived at home with him, the other siblings were spread out between their biological fathers or other relatives. One of the brother’s whereabouts was also unknown as he had an active warrant for his arrest.

**Crime.** The minor’s most recent arrest by the local police was for 10851 (a) VC, Felony (Vehicle theft) and 496d (a) PC, Felony (Possession of Stolen Property). This minor was being housed in Juvenile Hall pending his disposition. This was not the minor’s first arrest, and other charges against the minor included Felony Assault with Great Bodily Injury, Robbery, Misdemeanor Possession of Stolen Property, and multiple Violations of Probation.

**School/education.** The minor was enrolled in a local continuation school and was in the 10th grade. He only completed 30 credits of the 220 needed for graduation. The minor had poor school attendance and numerous suspensions for behavioral problems. He did not have a record of an Individualized Education Plan or special education classes.

**Behavior.** The minor’s behavior at home was described as marginal by his mother. The mother believed he was not involved in any type of gang activity.

*Case Study #2*

Thirteen-year-old African American female born in Northern California.

**Parents and siblings.** The minor was born to the unmarried relationship of her parents. The parents were eventually married but separated when the minor was 2 years old. The parents have remained friends and the minor resided with her mother full-time.
She visited her father once a month and spoke to him regularly on the telephone. Both parents live locally. The father was employed by a construction company and mother was unemployed but receiving financial aid from Cal-Works Benefits as well as food stamps. The father had also been ordered to pay child support but the amount is uncertain. The minor had two half siblings that lived with the father.

**Crime.** This was the minor’s first arrest. She was charged with a 484 PC, Misdemeanor (Petty Theft). She was caught stealing jewelry and two disposable cameras from a local department store. The minor and her friend admitted to stealing the items because they did not have any money.

**School/education.** The minor was enrolled at a local middle school. School records showed the minor had a 3.1 grade point average; however a recent progress report indicated the minor was in danger of failing two classes. She did not have an Individualized Education Plan or have Special Education classes.

**Behavior.** The minor’s mother described the minor as a well-behaved child. She did not believe her daughter had any alcohol or drug problems. The minor was not involved in any gang activity and the minor’s mother had dissolved the friendship the minor had with the other girl who was also caught stealing.

*Case Study #3*

Twelve-year-old African American male born in Northern California.

*Parents and Siblings.* The minor was born to the married relationship of his parents. The parents were married for approximately 3 years and then separated. The
mother was in the process of filing for divorce. Both parents had legal custody of the minor, however the minor has not had any contact with his father for the past three years and the father’s address was unknown. The minor had two siblings, one sibling resided with the minor and his mother, and the other sibling lived with her grandparents. The mother was employed with a local cleaning service.

*Crime.* This was the minor's first arrest. He was arrested and charged with 459 PC, Felony Burglary and 594 (b) (1) PC, Felony Vandalism. The minor admitted to entering a neighbor’s house on two separate occasions by breaking a window and rummaging through the residence.

*School/education.* The minor was enrolled at the local middle school. The minor’s last report card reflected all F’s. The minor’s school attendance was poor and he has had numerous school referrals for discipline issues and truancies.

*Behavior.* The mother describes the minor as being hyperactive and easily bored. She believed the recent offense was an isolated incident and the minor will never re-offend. The minor denied any alcohol or substance abuse problems and claimed he was not involved in any gang activity.

*Case Study #4*

Seventeen-year-old Caucasian male born in Northern California.

*Parents and siblings.* The minor resided with his father and his adult half sister. The minor’s parents were married six years before they separated. The parents divorced a year later. Although they had joint custody, the minor's father had physical custody. The
minor’s mother resided with her boyfriend and the boyfriend’s teenage son. The minor’s father was self-employed as a contractor and mother was unemployed. At the time of the citation, the minor had not seen his mother for over a year and a half. The mother kept in contact with her son through letters.

Crime. The minor was cited but not arrested for 11378 H&S, Felony (Possession of a Controlled Substance for Sale) and 11379 (a) H&S, Felony (Sale and Transport of Controlled Substance). In this particular case, the controlled substance was ecstasy pills. The minor had also been previously cited for possession of marijuana on school grounds and Vandalism; however he was not taken into custody at Juvenile Hall.

School/education. The minor was enrolled at a local high school in the 12th grade. He was not in Special Education nor did he have an Individualized Education Plan (IEP). He had completed 150 credits of the 220 needed for graduation and had a 2.1 grade point average. The minor had a number of behavioral referrals and suspensions ranging from fighting at school, dress code violations, and possession of a marijuana pipe.

Behavior. The minor was described by his father as having fair behavior at home. The father said he does not have any reason to believe the minor is using drugs, but did admit to having knowledge of his son using marijuana in the past. The father did not believe the minor had knowledge of the drugs that were found in the car he was driving.

Case Study #5

Seventeen-year-old Hispanic female born in Southern California.
Parents and siblings. According to the minor’s father, the minor’s mother was never involved in the minor’s life. The minor lived with the father for most of her life. However, shortly after the minor’s first arrest, the father passed away from complicated health problems and the minor went to live with her maternal grandparents. The minor only resided with the grandparents for a brief period of time before she was asked to leave for her out-of-control behavior, and was forced to live in a group home. Additionally, the minor has an infant son, which tested presumptive positive for amphetamines and marijuana at birth. As a result of the baby testing positive for drugs, the child was removed from the minor's custody by Child Protective Services.

Crime. The minor’s most recent arrest was for Shoplifting, 484 (a) PC, Misdemeanor and a 148.9 (a) PC, Misdemeanor (False Information to Police). The Minor was transported to Juvenile Hall as she was also in Violation of her Probation Conditions from her previous arrest. The minor had been placed on Probation for a violation of 422 PC, Misdemeanor (Making Terror Threats). This was the minor's second Violation of Probation.

School/education. While at the group home, the minor was participating in a home school program. Unfortunately, due to the short time she was at her placement, the minor did not earn any credits towards graduation. She was not a Special Education student nor did she have and active IEP.

Behavior. The minor was a validated gang member and admitted to using drugs on a regular basis. She was described as incorrigible and defiant by her family and
caseworkers. The minor claimed she would like to change her lifestyle and was willing to conform to her court-ordered Probation conditions to reunify with her son.

*Case Study #6*

*Sixteen-year-old Native American male born in Central California.*

*Parents and siblings.* The minor was born to the unmarried relationship of his parents. The minor’s father was deceased and the minor’s mother was employed as a baker, but was also receiving TANF (Temporary Aid for Needy Families) Services. Also residing in the home with the mother were six other siblings. The minor’s mother received social services assistance with drug issues and counseling. Numerous Child Protective Services referrals have been made and substantiated against this family. The minor had five other brothers who have all been in the juvenile justice system. Three of the brothers were incarcerated at the state and local level, at the time of this data collection, and the other two are on grants of Probation.

*Crime.* This was the minor’s 12th arrest. His recent charge was a Violation of Probation. The minor had previous sustained charges of 459 PC, Misdemeanor (Second Degree Burglary), 452 (d) PC, Misdemeanor (Reckless Causing Fire), 484 (a) PC, Misdemeanor ( Petty Theft), 487 (c) PC, Misdemeanor, (Grand Theft), 2800.2 PC, Misdemeanor (Flight from Police), 496 (a) PC, Misdemeanor ( Receiving Stolen Property), 148 (a) (1) PC, Misdemeanor (False Bomb Report), 242 PC, Misdemeanor (Battery), and 12020 (a) PC, Felony (Illegal Weapons). These are only his sustained charges, not all his arrests. The minor has accumulated over 5 years of confinement time
in a detention facility, such as jail or prison. He exhausted all the local placement and commitments available to him at the County level. He was waiting to be committed to a state prison facility for juveniles.

School/education. The minor was not currently enrolled in school. He earned only 60 credits toward graduation and has extensive referrals and suspensions. He did not have an active IEP nor had he been placed in Special Education classes. Because the minor has spent so much time incarcerated since the age of 12, he had done much of his schooling inside Juvenile Hall.

Behavior. The minor’s mother stated she can control her son’s behavior, but did not approve of some of the friends with whom he socialized at school or in the neighborhood. The minor admitted to drug and alcohol use on a regular basis and was a validated gang member. The minor stated he was ready to do his state commitment and get his time over.

Case Study #7

Fifteen-year-old Hispanic male born in Northern California.

Parents and siblings. The minor was born to the unmarried relationship of his parents. The parents’ relationship ended shortly after the minor’s birth. The father’s exact whereabouts were unknown and mother was reportedly living with relatives. According to the minor, he had been residing with an adult cousin to whom, he claims, his mother gave guardianship. Prior to residing with this cousin, the minor was residing with his 19-year old-brother. The minor’s family has numerous Child Protective Services referrals for
child neglect and abuse. The minor’s parents had arrest history for drug violations, as well as fraud. The father’s and mother’s exact addresses were unknown. At the time of the minor’s arrest, he had been residing with the adult cousin for approximately two weeks. The minor had three half siblings who also had juvenile arrest referrals.

Crime. The minor was originally arrested for 187 PC, Felony (Murder), and later charged with the lesser offense of Accessory to Murder and Possession of a Loaded Firearm. The minor was being detained at Juvenile Hall pending the outcome of his Court proceedings.

School/education. At the time of the minor’s arrest, the minor was not enrolled in school. Because the mother was unavailable to offer school information, limited information was available concerning this student. The minor was not enrolled in Special Education classes nor did he have an active IEP.

Behavior. The minor admitted to regular drug and alcohol use and was a validated gang member. He was described as having a poor attitude and not having much regard for people in authority. The minor stated his gang friends were the only real family he has ever known.

Case Study #8

Fifteen-year-old African American male born in Northern California.

Parents and siblings. The minor was born into the unmarried relationship of his parents. The minor’s parents dated for 24 years and had six children. The parents eventually were married, but were divorced two years later. According to the minor’s
mother, the father was unemployed and not paying any child support. The father did not keep regular contact with the family and they were not sure of his living address at the time. Both minor’s parents had misdemeanor criminal records. The minor resided with his mother who was unemployed and receiving Temporary Aide for Needy Families (TANF). The minor and his five siblings lived in a two bedroom, one bath apartment.

*Crime.* The minor was cited by local Law Enforcement for a violation of 148 (a) (1) PC, misdemeanor (Resisting Arrest). The minor was cited at school for trying to fight with a school employee.

*School/education.* The minor was enrolled in the 9th grade at a local high school. The minor had fair attendance but has had numerous behavioral referrals. The mother stated the minor had a hard time adjusting to high school and could not keep up with the workload. The minor’s last report card reflected a grade point average of .17. Of the 30 high school units he attempted, he only successfully completed 5 credits towards graduation.

*Behavior.* The minor’s mother described him as a normal 15-year-old with trouble adjusting to high school. For the most part, the minor obeyed his mother's directives. The mother denied any knowledge of the minor using alcohol or drugs or being involved in gang activity. The minor was currently enrolled in anger management counseling.
Case Study #9

Fifteen-year-old African American male born in Southern California.

Parents and siblings. The minor was born to the unmarried relationship of his parents. The parents ended their relationship when the minor was three years old. Since that time, the minor resided solely with his mother but both parents had joint custody. The minor only had contact with his father approximately twice a year. The minor’s two siblings were taken out of the mother’s custody after Child Protective Services (CPS) substantiated referrals determining that there had been severe child abuse and neglect on the mother’s part. One of the siblings had been beaten, malnourished, and burned with a cigarette on numerous occasions. There were also numerous referrals for the other siblings and the minor. The family’s income was derived solely from the mother’s employment and she was not receiving any child support from the minor’s father. Both parents had criminal histories. Minor’s mother was self-employed as a home care provider. The father’s exact address in Northern California was unknown, and he was not employed. The minor had 5 other siblings, two of whom were dependant children of the Court and placed in confidential placements.

Crime. This was the second contact with law enforcement. Previously, he was cited for 484 PC, Misdemeanor (Petty Theft) and his most recent citation was for 243.4 (a) PC, Felony (Sexual Battery). The current matter happened on school campus when the minor’s female schoolmate accused him of repeatedly grabbing her breast. The minor was not placed in Juvenile Hall pending his Court hearings.
School/education. The minor was enrolled in the 10th grade at a local high school. School records reflected the minor completed 55 credits, had a grade point average of 1.57, and was ranked 423 out of 533. The minor had over 13 behavioral referrals for such things as: mutual combat, class disruption, disrespecting teachers and classmates, threatening another student, and cheating.

Behavior. The mother stated she did not have major behavioral problems with the minor but felt he could have an attitude at times. The mother also denied having knowledge of any substance abuse by the minor. However, the minor admitted to smoking marijuana on several occasions. The minor was not involved in any gang activity and his mother approved of his friends. Additionally, the minor’s mother denied any allegations of physical abuse on the minor and stated she believed the cigarette burns documented in the CPS reports were probably done by the minor’s father.

Case Study #10

Eighteen-year-old Asian female born in Northern California.

Parents and siblings. The minor was born to the married relationship of her parents. The parents have been married for 22 years. Neither parent had a criminal record nor did the minor’s younger siblings. The families’ income was derived solely from the mother’s full-time employment. The minor's father was unemployed. There were three other siblings residing in the home, two sisters and one brother. None of the siblings had a criminal record.
Crime. This was the minor’s second arrest. She was being detained in Juvenile
Hall pending her hearing for a violation of 459 PC, Felony (Burglary), 496 (d) PC,
Felony (Purchase or Receipt of Stolen Vehicle), 12500 (a) VC, Misdemeanor (Driving
without a License), and 496 (A) PC, Felony (Possession of Stolen Property). Previously
the minor was arrested for a violation of 7777 PC, Felony (Possession of Cocaine).

School/education. The minor was not enrolled in school. According to her
parents, the minor was a straight “A” student until she started dating her current
boyfriend, of whom her parents did not approve. The minor was 18 years old and had no
intentions of going back to school. She was never employed but stated she would make
an effort to obtain employment.

Behavior. The minor was not a validated gang member but was with validated
gang members when she was arrested both times. She admits to using “crank” on a
weekly basis and used alcohol in the past. The minor’s parents were very disappointed
with the minor but did not know what else they could do to correct her behavior. They
felt she was out-of-control and only wanted to hang out on the streets with her boyfriend
and his friends. The parents believed their daughter was sexually active and were
extremely worried she would end up pregnant at a young age.

Case Study #11

Sixteen-year-old African American male born in Northern California.

Parents and siblings. The minor was born into the married relationship of his
parents. The parents were married for four years before divorcing. The father moved out
of state and had limited contact with the minor. The minor resided with his grandmother due to his mother residing in a one-bedroom apartment with five of the minor’s siblings. The minor’s mother, father, and one of his siblings all had criminal records. The minor’s mother was currently unemployed.

Crime. The minor was arrested on a violation of 10851 (a) (1) VC, Felony (Vehicle Theft), and 496 (a) PC, Felony (Possession of Stolen Property). The minor had two previous citations for Possession of Marijuana and Misdemeanor Resisting Arrest. The minor was detained in Juvenile Hall pending his Court Hearings.

School/education. The minor was not enrolled in school as he had been administratively dropped. The minor was in the 10th grade at his last school and had a grade point average of 1.0. The minor had 68 unexcused absences and numerous behavior referrals for such things as being disrespectful to his teachers and peers. The mother stated the minor does not attend school because his life was threatened by another student. The minor was supposed to enroll in school again after the summer.

Behavior. The minor was described by his mother as “normal.” The mother stated she tried to monitor her son’s behavior even though he did not live in her home. The minor admitted to smoking marijuana and drinking alcohol. He was not a validated gang member but admitted he associated with gang members in his neighborhood.
Case Study #12

Fourteen-year-old Hispanic male born in Oregon.

Parents and siblings. The minor was born into the unmarried relationship of his parents. The parents were together for seven years before they ended their relationship. The minor’s father had full legal custody of the minor through the Courts and the minor visited his mother approximately three times per month. The minor's mother gave birth to the minor when she was 16 years old. The minor’s mother was not employed and lived about two hours away from the minor. The minor’s father was remarried and had a younger sister that also resided in the family’s two-bedroom apartment. The minor’s father was regularly employed as a mechanic but was receiving SSI for a knee disability. The minor’s father and mother did not have any criminal history.

Crime. This was the minor’s first arrest for a violation of 245 (a) (1) PC, Felony assault with force likely to produce great bodily injury. The minor was in a verbal argument with his father and he became very angry and violent. The minor picked up a heavy glass object and threw it at his father striking the father in the middle of his back. The police were called and the minor was arrested and brought to Juvenile Hall where he was until the matter resolved.

School/education. The minor was enrolled in the 8th grade at a local middle school, however, the father reported that the minor was kicked out for fighting. The minor's father and the minor's school report that he had all failing grades, never did any homework and had very poor behavior.
Behavior. The minor was described by his father as extremely disrespectful and
defiant. The minor did not like rules and did not get along with anybody in the house.
The father did not trust the minor and feared the minor may harm someone in the family.
The minor was beyond his control and he felt the minor needed some time of
incarceration. The minor was a validated gang member and admitted to using drugs and
alcohol. The father stated the minor strongly believed belonging to a gang is cool and
would continue to participate in gang-related activity.

Case Study #13

Seventeen-year-old African American male born in Northern California.

Parents and siblings. The minor was born into the unmarried relationship of his
parents. The parents were together for approximately a year after the minor’s birth. The
minor did not have any contact with his father whose address was unknown. The minor
resided with his 21-year-old sister and her three children. The minor’s mother could not
take care of the minor due to her drug issues and allowed the minor to reside with his
sister. The family’s income was derived from the mother’s disability benefits and the
sister’s unemployment benefits. The minor’s mother was currently in jail awaiting
sentencing on her drug charges. The minor’s father did not have a criminal record and the
minor’s sister had an arrest for Petty Theft. Because the father’s address was unknown,
the minor was residing with his older sister prior to his arrest.

Crime. The minor was arrested on a Violation of Probation for being in a known
drug house. The house in this particular case was his mother’s house and she was arrested
for having possession of drugs and drug paraphernalia. This was the minor’s third arrest, prior arrests include a violation of section 11351.1 of the Health and Safety Code, a Felony and a 484 PC, Misdemeanor Petty Theft. The minor was on Probation when he was arrested at his mother’s house.

School/education. The minor was supposed to be in the 12th grade; however he was not enrolled in school. The minor was enrolled until he got expelled from school. The minor’s sister tried to enroll the minor in a continuation school, but due to summer vacation and the minor’s age she was told not to bother enrolling the minor. The minor had a 1.0 grade point average and had numerous absences and behavioral referrals.

Behavior. The minor was described by his sister as an average kid, not a “bad kid.” He did not disrespect her and took care of his household duties. The minor stayed home most of the time and his sister could usually control his behavior. The minor admitted to using drugs and alcohol but stated he did not belong to a gang and feels he should not be held responsible for the drugs found in his mother’s home, as the drugs did not belong to him.

Case Study #14

Thirteen-year-old African American male born in Central California.

Parents and siblings. The minor was born to the married relationship of his parents. The parents were married for three years before the mother passed away from a drug overdose. After the minor’s mother passed away, the minor and his three siblings went to reside with his maternal grandparents with the father’s permission. The minor
resided with his grandparents, three siblings, and an adult uncle and aunt. The minor’s father lived in a different city approximately 100 miles away from the minor. The father contacted the minor weekly and tried to visit on school breaks and holidays. The minor’s grandparents received Social Security Benefits for the children and the grandfather had a part-time job. The minor’s father also received Social Security. The minor’s father had a minor criminal violation and the minor’s older brother had a short arrest record.

*Crime.* The minor’s most recent arrest was for a Violation of Probation. The minor had been previously arrested for a violation of 245 (a) (1) PC, Felony (Assault with Great Bodily Injury), and 243 (d) PC, Felony (Battery with Great Bodily Injury), and a previous Violation of Probation. He was housed in Juvenile Hall awaiting his disposition on his most recent violation. The minor had serious anger control issues that were part of the basis of his Court order to receive counseling.

*School/education.* The minor was technically in the 9th grade; however he was not enrolled in any school. The minor had poor grades at his previous middle school and was suspended on two occasions for poor behavior and fighting. While detained in Juvenile Hall, the minor attended school and received high school credits.

*Behavior.* The grandparents described the minor’s behavior as fair. They have had some behavioral issues but not any major concerns. They stated the minor was angry and did not know how to control his anger.

*Case Study #15*

Fifteen-year-old Hispanic male born in Northern California.
Parents and siblings. The minor was born to the married relationship of his parents. The minor’s parents divorced when the minor was two years old. The minor’s mother and his four siblings were all residing with the grandmother until the minor’s mother was incarcerated for Felony Burglary approximately one year prior. The minor and his siblings lived with the grandmother for over five years while their mother was in jail and in drug rehabilitation programs. The minor had not seen his father since the age of five and the family did not have any information as to his whereabouts. The minor’s grandmother received Temporary Aide for Needy Families to help support the minor and his siblings.

Crime. Minor’s recent arrest was for a violation of 459 PC, Felony (Burglary), and 594 (b) (1) PC, Felony (Vandalism). The minor’s prior arrest history includes 484 PC, Misdemeanor (Petty Theft), a 10851 (a) VC, Felony (Vehicle Theft), and a Violation of Probation. The minor was being held in custody pending his next hearing.

School/education. Prior to the minor being incarcerated for his recent arrest, the minor was enrolled in the 10th grade at a local continuation high school. The minor was expelled from his last high school for numerous physical altercations. The minor had a current grade point average of 1.2. While at his new school, he had only had two behavioral referrals for disrespecting his teacher and leaving class without permission. The minor did not have an active Individualized Education Plan nor was he enrolled in Special Education classes.
Behavior. The minor was described by his grandmother as a follower. The minor admitted to using drugs, drinking alcohol, and belonging to his neighborhood gang. The minor stated he did not care if he went to prison for his pending arrest.

Section B – Lesson Plans

DATE: Spring 2007
TITLE: Cultural Diversity and Self-Awareness
SUBJECT: Ethnic Studies
GRADE LEVEL: 9th Grade (First Semester)

DESCRIPTION: Students will have the opportunity to experience and learn about different cultures and customs. They will gain knowledge about how other people live around the world. The students will even have the opportunity to correspond with other students in foreign countries by participating in a pen-pal program in which they will write to students in other nations. These students will also have the opportunity to track their own family history and culture with the help of their relatives and teacher (accessing the internet on school computers). Additionally, the class will examine art, dance, and movies from around the world. The students will participate in different dances as well as take field trips to art museums, performing art venues, and movies.

OBJECTIVE: To provide students with background knowledge and cultural awareness of different ethnic groups while celebrating diversity in America. If students learn about other cultures and customs, then they will be more open-minded towards differences in people, making the school environment, as well as the community, a safer and friendlier
place to live. This will also improve world relations as other countries will see the United States is embracing other cultures and values.

**SOCIAL GOALS:** Society will ultimately benefit from a diverse knowledge of ethnic diversity. Most people are scared or have tendencies to avoid things that are not familiar. By teaching students Ethnic Studies, they will be eager to embrace other cultures or at least not be so afraid of the unknown. By the end of the course, students can share their new knowledge and experience with family members at home, which may help educate other generations on different cultural norms and practices.

**MATERIALS NEEDED:** Students will be directed to interview a person from a culture different from their own. A new immigrant or first-generation person to the United States would be preferred for the project. The interview should ask questions such as where the person was born, when they arrived in the United States, what factors motivated them to come to the U.S., what languages they speak, what are their culture and traditions, what they like most about the U.S., etc. The students will document their interview and report their findings to the class in the form of a class presentation. This class will also focus on current foreign affairs, as well as world geography and each student’s personal family culture. The teacher will attempt to include all the cultures represented in the classroom as well as in the schools surrounding community.

**ANTICIPATORY SET:** Students will be given a local or national newspaper and asked to read the world news portion. After reading and becoming familiar with the articles, the teacher will facilitate a classroom discussion on just how much the students know about
what is taking place around the world. To start the class, reading and discussing the world section of the newspaper will become a daily in-class assignment.

**PROCEDURES:** Students will begin by learning definitions for words such as: race, culture, heritage, nationality, ethnocentrism, racism, discrimination, etc. They will be taught to understand differences in everybody’s culture while communicating and respecting racial and cultural differences. The students will examine their own background and culture and have the opportunity to trace their ancestral history. When the students become more aware of their own culture, they may be less likely to judge or stereotype other cultures. At the beginning of the course, they will also be paired with foreign students in a “pen-pal” program. They will be required to communicate with their pen pal at least once a month and give a report to the class. During their senior year, students will have the opportunity to do a student exchange program and study abroad in a country of their choice. The teachers will also incorporate dance and art lessons from other countries. Students will be taught dances from different countries by trained instructors and asked to participate in art projects and field trips to dance and art venues.

**WEEK #1:** Introduction to cultural diversity, definition of terms, geography overview, quiz on vocabulary and geography.

**WEEK #2:** Set up pen-pals, write letters. Movies, videos, and literature on different cultures.

**WEEK #3:** Field trip to cultural event or museum. Begin to trace student’s family
background. Reflection paper on field trip.

WEEK #4: Guest speakers: Multicultural professors, minority leaders or activists, local Immigrants. Reflection papers on speakers.

WEEK #5: Student interviews and begin PAPER/PROJECT on interviews. Field trip to cultural event or museum. Reflection paper on field trip. Pen-pal updates.

WEEK #6: Continue interviews and project. Movie and videos on cultural diversity.

WEEK #7: Class projects due. Students do oral presentations for class.

WEEK #8: Presentations.


WEEK #10: Dance and art literature from 3 or 4 cultures represented in class. Guest speakers if possible.

WEEK #11: Continue with dance and art instruction. Finish students’ family backgrounds from Week #3.

WEEK #12: Students participate in dance or art project, or attend event related to teachings.

WEEK #13: Final. Students share any pen-pal letters.
DATE: Spring 2007

TITLE: Drugs/Alcohol, Gangs, Violence, Court, and Jail.

SUBJECT: Intro to Criminal Justice

GRADE LEVEL: 9th grade (Second Semester)

DESCRIPTION: Students will be given a beginners course in Criminal Justice. Students will be fully aware of the circumstances and consequences that may arise in their lives when they decide to engage in the use of illegal drugs, alcohol, or any type of crime or violence. Students will also be given a gang awareness class and an overview of how the court and jail system works relative to adults and juveniles.

OBJECTIVE: Students will have a general understanding of crime and violence in their community and across the country. They will be taught strategies to avoid becoming involved in illegal drugs, alcohol abuse, and gangs. By understanding how the criminal justice system works for juveniles and adults, students will have a better appreciation and respect for the law.

SOCIAL GOALS: Society will benefit from having a younger population well informed of the critical consequences of crime and drug abuse. Additionally, a proactive approach to educating young adults on crime prevention will hopefully bring crime rates down in some communities.

MATERIALS NEEDED: Updated drug and alcohol information, books on adult and juvenile law, videos on jails and prisons, guest speakers, pamphlets on places to get
treatment for drug/alcohol abuse and domestic violence.

**ANTICIPATORY SET:** Students can take a test on how much they know about drugs/alcohol and its effects on the body. Teachers can also pull from current events and discuss with students their reactions on crimes or related events in their community or across the nation.

**PROCEDURE:** Teachers will start the courses by giving an updated class on drugs and alcohol and its effects on the body and mind. Videos and pamphlets will be used to supplement the instruction. Teachers can also have guest speakers from local law enforcement agencies give presentations with their own teaching techniques on alcohol and drug awareness.

Additional guest speakers, such as criminal attorneys, judges, and administrators in the law enforcement fields will also speak to the students on the process and their experiences in their respective fields. Tours to jails, prisons, and courthouses will be organized by the instructors to gain further knowledge and practical experiences for the students.

**WEEK #1:** Intro to drugs and alcohol (videos, movies, related literature). Questionnaire to test prior knowledge.

**WEEK #2:** Guest speakers: Local law enforcement, health provider, Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) Facilitators. Quiz.

**WEEK #3:** Intro to gangs (videos, movies, related literature). Questionnaire to test prior
knowledge.

**WEEK #4:** Guest speakers: Local law enforcement, prison guard. Reflection paper on speakers.

**WEEK #5:** Intro to crime and criminal court. Vocabulary on what “crime” is and what types of crime to be aware of in the community. Also, how to protect oneself against certain types of crimes. Court process. Quiz.

**WEEK #6:** Guest speakers: Law professor or local law enforcement, Court representative (i.e. Judge or Attorney). Reflection paper on speakers.

**WEEK #7:** Intro to jail and prisons (movies, videos, and literature). Quiz.

**WEEK #8:** Guest speakers: Prison/jail representative. Reflection paper on speakers.

**WEEK #9:** Field trips to local Courthouse and Police Department. Reflection paper on field trips.

**WEEK #10:** Peer court: Students role play court scenario (judge, attorneys, defendant, jury).

**WEEK #11:** Week #2 of Peer court. Students change roles.

**WEEK #12:** Reflection paper on Peer court and final paper on any topic from the course.

**WEEK #13:** Final.
DATE: Spring 2007

TITLE: Health and Etiquette

SUBJECT: Becoming an Adult

GRADE LEVEL: 10th Grade (First Semester)

DESCRIPTION: Students will be given the knowledge and tools to assist them in their transition into adulthood and the responsibilities of being a productive and socially respectable adult in mainstream America. Students will be taught sex education and prevention, hygiene skills, parenting skills, positive self-esteem and self-image, proper etiquette, weight and stress management, and making good overall adult decisions.

OBJECTIVE: Students will be better prepared on how to survive as responsible adults in the community and workforce. These helpful tools will allow them to have successful and productive adult lives. Sexual education classes will assist in avoiding the spread of sexually transmitted diseases (STDs) and unwanted pregnancies. Self-esteem classes will help students feel better about themselves and respect other students in an effort to avoid violence and hate on school campuses. Self-esteem issues geared towards females will also help with early teen pregnancy, domestic violence, and empowering women in the workforce. Proper etiquette classes will provide students with the knowledge needed on how to eat properly, speak and dress (in social or business forums), and behave properly at social events.
**SOCIAL GOALS:** The students will be more mature, responsible, and productive adults in the community, a benefit to everyone. Teen girls will be better equipped to deal with peer pressure and gender inequalities. Students will also flourish the community with higher standards of ethics and moral values in an effort to reinstate the juvenile and adult expectations that have been lost over past generations. Businesses will obtain employees with interpersonal skills and abilities to adapt to a corporate/business culture that can transcend globally.

**MATERIALS NEEDED:** Pamphlets and literature on all material, videos, and guest speakers, food chart handout.

**ANTICIPATORY SET:** Students would be given a questionnaire on health and hygiene as well as on Sexually Transmitted Diseases (STDs) and pregnancy to pre-asses their knowledge. The students will complete the food chart for a week to view their eating habits. A nutritionist will then advise the students on what foods are healthy and unhealthy for the students.

**PROCEDURES:** The students will have a complete sex education course from reproduction to preventing STDs and unwanted pregnancies. Guest speakers will include a Planned Parenthood representative and a nurse. Students will also be taught proper hygiene skills and weight management/health skills. Guest speakers for hygiene and health will include a nurse, personal trainer, and nutritionist. Etiquette classes will address table manners, proper dress attire for all occasions, public speaking, and socially acceptable behavior in mainstream America. Students will role play in their classrooms.
and critique each other as well as gain insight from their teacher on what is and is not socially acceptable. Self-esteem classes will be broken up by gender so as to allow each gender to feel comfortable in addressing concerns or questions. Guest speakers will include positive role models within the community and students will have the opportunity to partake in peer counseling sessions.

**WEEK #1:** Questionnaire on health, hygiene, and sex education (ed.). Watch video, answer questions on questionnaire.

**WEEK #2:** Health and hygiene speaker: Nurse, nutritionist, doctor, and personal trainer. Reflection paper on speakers.

**WEEK #3:** Sex ed. class, instruction and videos.

**WEEK #4:** Sex ed. guest speaker: Nurse or doctor, and representative from local Planned Parenthood. Reflection paper on speakers. Quiz on health/hygiene and sex ed.

**WEEK #5:** Male and female groups will be formed and have private classes to address self-esteem issues. Counselors will be invited to the classes to facilitate discussions and activities.

**WEEK #6:** Self-esteem counseling continues. Beginning of weight management. Students are handed charts to monitor what they eat for the week. Guest speakers: positive male and female role models.

**WEEK #7:** Self-esteem counseling ends. Review eating charts and discuss healthy eating
habits. Quiz.

**WEEK #8:** Etiquette classes begin. Table manners, dressing for social events, speaking at social events. Students will role play different scenarios.

**WEEK #9:** Continue etiquette course. Field trip to a performing art (play, ballet, musical) and luncheon at school.

**WEEK #10:** Reflection paper on etiquette, field trip, and luncheon.

**WEEK #11:** Students will have to pick a place to volunteer in the community (elementary school, hospital, shelter, senior home). Students will be required to have completed 10 hours of volunteer work by this week. During the next two weeks, students will present their experience with their volunteer work to the class.

**WEEK #12:** Continue presentations.

**WEEK #13:** Final.
DATE: Spring 2007

TITLE: Budgeting and Financial Planning

SUBJECT: Finances

GRADE LEVEL: 10th grade (Second Semester)

DESCRIPTION: Students will be taught the general principles of financial planning from opening a bank account to investing and learning about retirement options. Students will also have an understanding of what it takes to purchase a home, manage a household budget, pay taxes, and trade in the stock market.

OBJECTIVE: Students will have a better understanding of how to manage their money as young adults and prioritize their money by budgeting. Additionally, they will acquire savings and investment skills that will contribute to a stable financial future for them and their families.

SOCIAL GOALS: Students will be better prepared to go into the community with the knowledge they need to survive financially as responsible tax-paying adults. Banks and other financial institutions will benefit from a more knowledgeable client base eager to invest and save.

MATERIALS NEEDED: Bank pamphlets for students to choose from, budget analysis forms, books on the stock market, income and property tax information, mortgage applications, and retirement information.
ANTICIPATORY SET: Ask students to share their job or bank account experiences.

PROCEDURES: Students will begin the course by opening a savings account. The students will have the opportunity to choose from different banks or they can use the bank pre-selected by their teacher. Students will then be asked to collect a rental application from an apartment in their community. Additional applications will be provided by the teacher so students may have the opportunity to view more than one application. Students will then have a hypothetical family situation provided by their teacher, i.e. single family home, married with children, single with no children, etc. The students will have to itemize a budget plan based on their particular family and salary situation provided by the teacher. Guest speakers from real estate companies, lending agencies, and financial institutions will assist the teacher in teaching students on purchasing a home, investing in the stock market and setting up retirement plans at work or on their own.

WEEK #1: Financial Introduction. Students will complete questionnaire and basic financial information to test their prior knowledge. Fill out applications. Students will be welcome to submit applications to a local bank if they choose.


WEEK #3: Obtaining housing and budgeting. Students will be paired up with another
student in the class and asked to obtain two apartment applications and fill
them out, as well as complete a budget analysis of how much rent, utilities,
groceries, phone, transportation, insurance, and entertainment will cost them.
The students will all be given the same salary of $3 over minimum wage.

**WEEK #4:** Budgeting continued.

**WEEK #5:** Budget continued.

**WEEK #6:** Students will present Budget Plans.

**WEEK #7:** Presentations continued.

**WEEK #8:** Income taxes and buying a home. Guest speakers: Tax specialist and
mortgage consultant. Reflection paper on speakers.

**WEEK #9:** Students will be required to obtain properties for sale near their community,
and fill out home loan applications. Students will be instructed on how to
calculate mortgage payments, property taxes and property insurance.

**WEEK #10:** Continue mortgage assignment, and fill out basic Income Tax forms with the
help of the teacher.

**WEEK #11:** Students will have to interview a realtor, banker, financial consultant, tax
specialist, or broker and complete a brief paper about their findings and
experience.

**WEEK #12:** Field trip to bank or any other financial institution such as a brokerage firm.

**WEEK #13:** Final.
DATE: Spring 2007

TITLE: Obtaining Employment

SUBJECT: Life Skills

GRADE LEVEL: 11\textsuperscript{th} (First Semester)

**DESCRIPTION:** Students would have to obtain and complete (2) job applications, complete a resume, participate in (2) job interviews, complete a career test, participate in an “on-the-job training (OJT)” with a professional of their choice, and listen to professional guest speakers. Students will also be given the opportunity to attend at least one job fair.

**OBJECTIVE:** Students will be given the basic skills to obtain and fill out (3) employment applications. They will be instructed on proper dress attire and vocabulary to use during an interview. Students will take two career tests; the Myers Briggs Type Indication (MBTI) and the Strong Interest Inventory (SII). This will allow the teacher to see what type of profession/job would best suit the student’s personality and career interest. Students will be able to make educated and constructive decisions on where their career paths may lead.

**SOCIAL GOALS:** Students will be better prepared when entering the work force, a benefit to them as well as the employers in the community. Students will have verbal skills to communicate professionally in a job and with members of their communities.
Additionally, students will have acquired the information and tools needed to make decisions about what career paths they may want to pursue, as well as what classes they may need to take in college or at a vocation school.

**MATERIALS NEEDED:**
Three job applications (from the community), MBTI and SII Test, handouts on dressing properly for interviews and speaking techniques, survey to be completed by students.

**ANTICIPATORY SET:** Teachers will tap into the student’s prior knowledge by having the students complete surveys on employment and different types of jobs. The students will also view numerous recruiting videos from different companies and businesses to see if these areas of employment may interest them.

**PROCEDURES:** Students will begin the course by completing the MBTI and SII Test. The students will receive the results of these tests later in the course. The students will then be required to obtain (2) employment applications from the community and will fill the applications out in class with help from the instructor. Once the two applications have been filled out, the students will each conduct a one-on-one interview with their teacher. To prepare the students for the interviews, the students will practice with each other and receive critiques from the instructor. The students will then complete their final interview with the instructor in front of the class.

The second half of the course will consist of the students choosing two professionals (of the students’ choice, or they can have the teacher help them find a professional) to shadow on the job. The students will shadow the professionals at work for half of a
school day and will write a report, present the report, and answer any questions about the experience. The students will also be required to coordinate and invite a guest speaker to do a class presentation, which will be approved by their teacher. The students will all be required to write reflection papers after each speaker. Prior to the end of the semester, students will be required to sign-up and attend at least one job fair made available to them by their teacher.

WEEK #1: Introduction to careers. Video and pamphlets relative to choosing a career. Complete MBTI and SII Tests.

WEEK #2: Obtain two job applications from the community and fill out the application with the help of the instructor.

WEEK #3: Begin resumes.

WEEK #4: Finish resumes and begin practicing job interview techniques with classmates.

WEEK #5: Obtain results of the MBTI and SII tests. Career counselor will be in class as guest speaker to answer any questions the students may have about the results of the tests. Reflection paper on guest speaker and test results.

WEEK #6: Teacher conducts job interviews with each student individually in front of the class. Each student will be required to critique each student's interview.

WEEK #7: Interviews. Students submit the name of the professional they would like to shadow for teacher’s approval.

WEEK #8: Interviews.
**WEEK #9:** Students shadow the professional of their choice. Students present their reports and answer questions about the professional they shadowed.

**WEEK #10:** Presentations.

**WEEK #11:** Presentations.

**WEEK #12:** Guest speakers coordinated and invited by the students and approved by the teacher.

**WEEK #13:** Guest speakers.
DATE: Spring 2007

TITLE: Choosing a College and Paying for It

SUBJECT: College Preparatory

GRADE LEVEL: 12th (First Semester)

**DESCRIPTION:** Students will be required to tour a junior college or university campus. Students with the desire to visit more than one college will be given the opportunity to visit more college campuses to assist them in deciding which college suits their needs. For the students who feel they are not college-bound, visiting these colleges will give them the opportunity to make a more informed decision on whether they want to explore other options such as vocational trade, military, or other type of employment. Students will also be given the opportunity to apply for scholarships, grants, and financial aid to help pay for tuition and books once they are accepted into a college. Furthermore, SAT and ACT (standardized tests) tutors will be available to students after school to assist them in signing up and taking their exams. Tutors will also be available to check the students’ grades for their general classes (English, Math, Science, and History) so that students are eligible for college.

**OBJECTIVE:** This course educates students about what college is and what it can do to improve their lives. It will provide students with the knowledge and tools to make informative decisions on what specific college is appropriate for them based on the type
of education and career path they desire. Additionally, it will provide students with the opportunity and information to solicit resources that would enable them to fund their college education. Consequently, it will also present other options for students who are not college-bound, or prefer to enter the workforce without college.

**SOCIAL GOALS:** All students regardless of social, culture, or economical background would have the opportunity to be informed on how a junior college or university is a possibility for them, if they so desire. Students will also be more knowledgeable and prepared when entering college preventing idle time and college overcrowding. Colleges will receive quality students who will be focused on their goals and future careers.

**MATERIALS NEEDED:** College applications, grant applications, financial aide applications, and college information packets. Updated videos and guest speakers. Vehicles to travel to and from colleges such as public transportation provided or donated to schools by outside resources.

**ANTICIPATORY SET:** Teachers can have roundtable discussions with students to obtain information such as knowing the differences between private colleges, state colleges, junior colleges, and four-year universities. Students will have the opportunity to share with other students their personal experiences with people they know who have attended college or graduated from specific programs. Additionally, students can share their goals, feelings, and apprehensions towards college with their teacher and peers. Military recruiters will also be invited to speak for students who may be interested in the Armed Forces.
PROCEDURES: Students will be asked to fill out college applications for local junior colleges, as well as for state schools. If students have already applied to college, they will be asked to bring in their applications or share their experience of the process with the class in an effort to motivate or inspire other classmates. Additionally, if they would like to fill out more applications, then they would have the opportunity to do so. Fee waivers for applications will also need to be filled out for students who are not financially able to pay for applications or for students with parents who are unwilling to pay for applications. Students will be assigned to tour different campuses and write about their experiences for each campus. Students, regardless of financial resources, will be required to fill out applications for grants, scholarships, and financial aid throughout the semester with the aid of their teacher. Throughout the course of the semester, the teacher will schedule guest speakers that will include college professors and college students, as well as school guidance counselors who can assist in the further preparation of college applications and essays required by the specific colleges. Student exchange programs will also be offered as part of the curriculum when the students are in their senior year. This would be an optional program and students would need to apply if interested. The students would then be selected by a school administrator and the school would help each student fund their trip.

WEEK #1: Introduction to college. Different types of colleges, and what is required of the student to attend. Roundtable discussions.
WEEK #2: Guest speaker: College professor and current college student. Reflection paper on speakers.

WEEK #3: Interview students individually on their college goals. Set up campus tours.

Check grade point averages and schedule tests needed for college (SAT or ACT). If a tutor is needed, then the teacher will assist the student in scheduling a tutor.

WEEK #4: Continue interviewing students and setting up tours.

WEEK #5: Fill out financial aid, scholarship, student loan, and grant forms.

WEEK #6: Continue filling out financial forms.

WEEK #7: Campus tours.

WEEK #8: Campus tours.

WEEK #9: Campus tour presentations.

WEEK #10: Continue presentation.

WEEK #11: College activity speaker (i.e. sports, fraternity/sorority, clubs, honor societies). Reflection paper on speakers.

WEEK #12: Field trip to Vocational School (i.e. Heald, ITT). Reflection paper.

WEEK #13: Roundtable discussion and open forum for questions.
DATE: Spring 2007

TITLE: Computer Technician, automotive technology, auto body repair, welding, photography, video production, print shop, plumbing retail, health care, landscaping, construction, culinary arts, retail management, ceramics, barbering/cosmetology, carpentry.

SUBJECT: Vocational Training

GRADE LEVEL: 11th grade (Second Semester) and 12th Grade (Second Semester)

DESCRIPTION: Students will be directed to enroll in one of the many vocational training classes offered by their school. Students will have instructional training as well as hands-on training in the fields chosen. Additionally, students can network with people within those fields in the hopes of meeting a person who can help them obtain employment. The students will have the opportunity to learn two separate vocational trainings, one during their 11th grade year and one in their 12th grade year.

OBJECTIVE: Students will graduate from high school with the ability and knowledge to obtain employment in a number of different vocational jobs. Not all students are college-bound and this would give many students the opportunity to work in a career that pays well and they enjoy. For students who are college-bound, vocational training would allow them the opportunity to obtain job-training skills that may help them find part-time employment while attending college. Each student will have the opportunity to experience vocational training through hands-on training if possible.
SOCIAL GOALS: Students, as well as employers, will feel confident in the students’ ability to perform the jobs they are hired to do as a result of this plan. Students will not waste idle time upon graduating from high school wondering or debating what type of employment they want and if they are qualified to do the work. Society will benefit from qualified people working in the community and not being financial burdens.

MATERIALS NEEDED: Trained qualified teachers and classes in all fields, specific equipment and tools for each vocation, relevant books, computers, and speakers in the field of work.

ANTICIPATORY SET: Students will pick a vocation in which they are interested or may be interested. Teachers can survey the class of how much knowledge they have in that field of work and what different types of jobs can be available to the students within that field.

PROCEDURES: At the end of the students’ 10th grade year, the school will provide them with a list of vocational classes offered to the students. The students will need to select two classes and take them during their second semester 11th grade year and final semester of 12th grade. Students will be taught classroom instruction of their particular vocation and then move on to the hands-on portion of the class. Instructors will incorporate hands-on work projects with textbook theories and various audio and visual techniques. In addition, students will be taught introductory terminology, and safety procedures and awareness. Teachers will also make available guest speakers and field trips to job sites where they can observe their vocation. Upon completing the class, students may have the
option of asking for job placement assistance from their teachers or from professionals whom they met in the field.

*WEEK #1 - #9:* Hands on vocational training selected by student.

*WEEK #10 - #13:* Guest speakers and field trips relative to selected vocation. Final.
Chapter 4

CONCLUSION AND RECOMMENDATIONS

The schools of today are still operating under yesterday’s philosophies and theories. Over the years, communities and family structures have changed, yet the approaches to teaching techniques, teaching strategies, and the material being taught in the classrooms has not changed to reflect the diversity in the communities. Federal, state, and local policymakers have made attempts to develop programs they feel could improve school test scores, but have failed to improve the students’ quality of life. The California Department of Education (1999) describes the purpose of the California High School Exit Exam (CAHSEE) as a tool to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics. Improving test scores and making sure students are graduating from high school with adequate skills is very important, and I am an advocate for the High School Exit Exam in that aspect. However, there is additional knowledge and life experiences students need to be successful in their adult lives as explained throughout this project.

Today’s schools must change with today’s times in order to make a difference. To accomplish this task, policy-makers must become personally involved in the development of new programs and allocate funds to train teachers to teach the new classes they develop. Directing schools to improve test scores is easy for school district administrators to do, but giving schools the resources and new innovative ways to teach the students
have been minimal and non-productive up to this point. Policymakers cannot continue to assume that any new policies they adopt will be implemented correctly by the schools or the teachers. More importantly, even if the policies were taught adequately, if the classes are not relevant to the students’ lives or help improve their quality of life, then our schools are still failing the students. Students from different types of family backgrounds and cultures are requesting changes in the current school curriculum. Increasing communication between students, parents, teachers, and school administrators, is the most logical way a coalition of ideas can be generated to accommodate all the needs of the people involved in the school curriculum. By encouraging parents and students to contribute to the curriculum being taught, both students and parents will feel a sense of empowerment that will translate into a motivation to be involved in all aspects of the school. Due to current practices, parents and students feel little, if any, pride in their schools and, therefore, reject any involvement in school, including the curriculum. In my opinion, there is no longer time to waste; the time for a change is now or the situation will continue to get worse, until it is no longer repairable.

In researching this topic, I found that the major obstacle preventing the implementation of any new programs, such as the one I have developed, is the lack of funding available to schools. Allocating money to schools has been the debate among policymakers for years and numerous excuses have been made as to why schools are lacking the funds they desperately need. As taxpayers we can make an infinite amount of excuses as to why we do not want to pay more taxes for our schools, but as a society we
can only blame ourselves for the lack of education our children are receiving. According to a report by the Milton & Rose D. Friedman Foundation (as cited in Hui, Epps, Sadgrove, & Khanna, 2007), they estimated a single year’s group of high school dropouts in Raleigh, North Carolina cost the state taxpayers in that state $169 million annually. It is based on the lost sales tax revenues and higher Medicaid and prison costs. The total number of dropouts for that year was estimated at 38,000 (Hui et al.). We must take into consideration the size of North Carolina in comparison to some of the bigger states such as California, and the amount of taxes lost in those states. This report is an example of how taxpayers can choose not to fund our schools financially but we will eventually pay the financial consequences later.

Public schools have an obligation to teach, but what the schools are teaching is simply not enough anymore. Schools need to take the first step towards building a process to strengthen collaboration between the community and the high schools. In the book, *The 7 Habits for Highly Successful People*, Stephen Covey writes, “If we want to make relatively minor changes in our lives (and institutions), we can focus on our attitudes and behaviors (our prejudices and discriminations). But if we want to make significant, quantum change, we need to work on our basic paradigms” (audio recording). He goes on to write, “To try to change our attitudes and behaviors does very little good in the long run if we fail to examine the basic paradigms from which these attitudes and behaviors flow” (Covey, 1989, audio recording). It is my belief that if schools were to evaluate why they are unwilling to change their current teaching strategies and
curriculums, they might realize that there are very few people benefiting from the curriculum. If we restructured the curriculum, more people would benefit from the new curriculum changes compared to what currently exists. Diversity is not an epidemic and it definitely does not have to be a problem in the United States. Policymakers should fund schools to enable them to move into the 21st century with open minds. The curriculum I have developed along with different multicultural educational strategies already in place, appear to be the most logical solutions to helping the education crisis. If parents and schools are unwilling to help students, then we cannot blame them for their mistakes. Juvenile delinquency will continue to plague our communities if we choose to let the obstacles for change stand in the way. Life treats people differently and life experiences shape who we become later in life. Life can be good for some and bad for others. If we allow the cycle of bad to continue generation after generation, then, as a society we have let each other down. The need to Educate Beyond Arithmetic in the 21st century is a tough challenge to all educators. I am willing to be a part of the solution and help eliminate this problem. In an effort to help schools and teachers implement a Multicultural Program such as the one in this project, I would be willing to serve as a consultant to obtain the resources and instructors needed to facilitate the classes and as well as research every state, city, town, and community to meet the needs of this curriculum and the needs of the students.
REFERENCES


